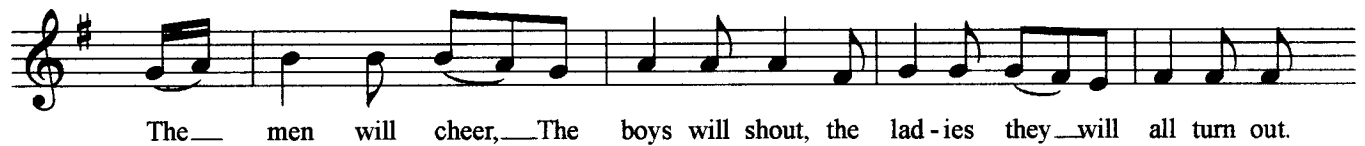


When Johnny Comes Marching Home



2. Get ready for the jubilee, Hurrah! Hurrah!
We'll give the hero three times three, Hurrah! Hurrah!
The laurel wreath is ready now,
To place upon his loyal brow,
And we'll all feel glad when Johnny comes marching home.
3. Let love and friendship on that day, Hurrah! Hurrah!
Their choicest treasures then display, Hurrah! Hurrah!
And let each one perform some part,
To fill with joy the warrior's heart,
And we'll all feel glad when Johnny come marching home.

SINGING

Sing the song in a crisp, clean style. This is accomplished by paying particular attention to ensemble (staying exactly together) and diction. Assign one or two students to listen to the class sing the song and give feedback on how successful they were in accomplishing this goal.

PLAYING

Emphasize the triple subdivision of the beat by having one student play a steady beat ostinato (two beats to the measure) while one or more other students play an ostinato using the rhythm of “Johnny comes marching” (from the first full measure of the song) on non-pitched percussion or with available sounds in the room, such as pencils on desk tops. The “Johnny comes marching” ostinato is challenging and is best practiced by tapping it with fingers alone before attempting to perform it on an instrument.

CREATING

Have students work in pairs to create a four-beat (2 bar) movement pattern. It should fit the style and message of the song and be simple enough to perform while singing. When students are comfortable performing their patterns while singing try having them change partners and designate one partner to teach the other partner his or her pattern then perform the song again.

LISTENING

Listen to Morton Gould’s orchestral work, *American Salute*, which is a series of variations on this tune. Invite students to describe the kinds of feelings they think the composer is trying to convey with this work. What specific musical strategies does he use to express them? Why might he use the melody of this familiar song in his composition?

CURRICULUM INTEGRATION (Social Studies)

This song was written during the Civil War. Many new songs, or new lyrics to old songs, are often written during war time. What are some other songs that are associated with war time? (Examples: Yankee Doodle, Dixie, Battle Hymn of the Republic, Over There, Coming Home on a Wing and a Prayer, and popular songs written about more recent conflicts.) What are some possible reasons for this phenomenon? Invite students to share their observations and feelings regarding the role music and the arts play in times of national crisis. What role can music play in our lives in times of trouble, whether they be national or personal?

In a separate lesson, discuss how popular songs are often parodied, meaning that different words are put to the same tune. The new words are usually not serious (and sometimes are not appropriate for school!) “The Ants Go Marching” is a light-hearted song that uses almost the same melody as this song. How is it similar to this song and how is it different? Another familiar parody is “Jingle Bells, Batman Smells.” Discuss how appropriate parodies can help us deal with stressful situations or help us just enjoy life. Note, however, that some songs should never be parodied, such as the national anthem. A friendly teacher advisory: Determine your limits before you start this discussion!

When Johnny Comes Marching Home Again